

EMIC

CARLETON COLLEGE
SOCIOLOGY & ANTHROPOLOGY
DEPARTMENT

FALL 2017 | VOLUME 1 | ISSUE 1



COMPS? PAPERS? FINALS?
DON'T BE
SO-ANGRY!

TALES OF PEOPLE WHO NEVER STOP LEARNING

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Notes from the Editor

WELCOME TO 2017 EMIC, THE FLOWER OF SOAN!

I would like to introduce our 2017 EMIC, more colorful, full of design, with more creativity! As a Sociology & Anthropology and Studio Art double major, I wanted to incorporate both fields into one-- and I truly enjoyed designing the pages and collecting the contents. One of the perks of being a SOAN major is that you can be creative with your critical, analytical skills. We learn how to 'unlearn' the norms and assumptions created in this world. My goal is to apply sociological and anthropological thinking into a broader field, not limited to the academia-- but to the general public. EMIC is a great inclusive way to invite everyone to experience how sociologists & anthropologists think!

Special thanks to Tammi who helped me collect new contents for EMIC, and to those who contributed to the articles.

Hope you enjoy this year's EMIC, the flower of SOAN department!



Sonia Jiyoung Lee '18
DCC
SOAN & Studio Art major

Student Department Advisors & Department Curriculum Committee

Have questions? SDAs and DCCs are here to help.



Margot Radding '18 SDA
*SOAN, Women and Gender
Studies Minor*



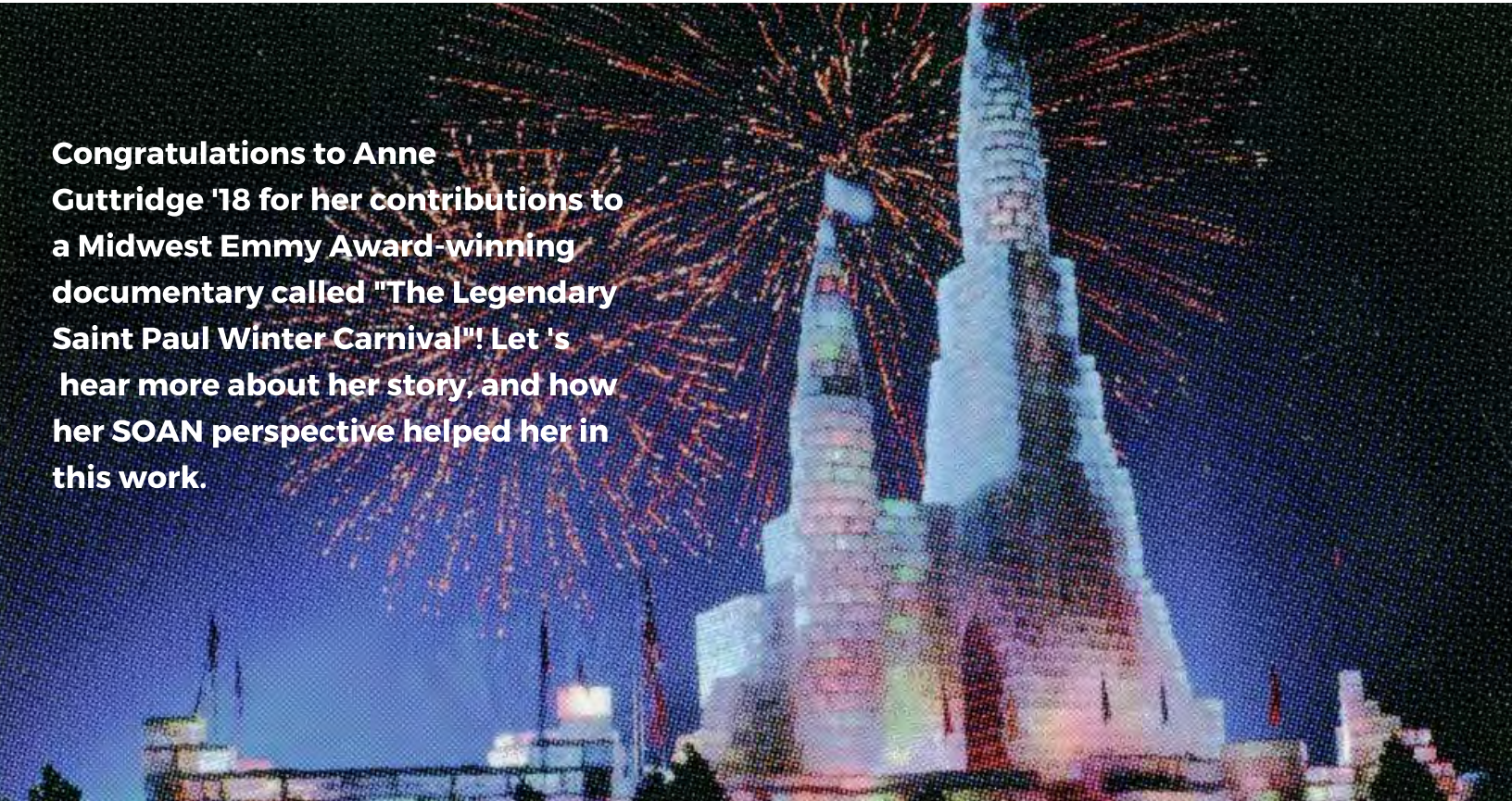
Lillie Schneyer '18 DCC
SOAN



Emily Culver '18 SDA
SOAN

THE *Legendary Saint Paul* WINTER CARNIVAL

Congratulations to Anne Guttridge '18 for her contributions to a Midwest Emmy Award-winning documentary called "The Legendary Saint Paul Winter Carnival"! Let 's hear more about her story, and how her SOAN perspective helped her in this work.



1) Can you tell me about some background stories of your work?

After my first year at Carleton, I did my first summer internship at my local NPR station in Columbus, Ohio. After that experience, I realized how much I wanted to be involved in the world of public media and I decided to challenge myself to try and get an internship in TV. The next summer (2016), I was able to work at TPT, Twin Cities PBS in St. Paul, Minnesota through an alumni connection as a part-time intern. Originally, I was assigned to work on a TV series about Minnesota artists, Minnesota Original. On my first day, however, they told me I would actually be working under one of the producers on a documentary about the St. Paul Winter Carnival. I was thrilled!

I started out scanning images for the film and then I started to track down images and footage to fill in the gaps of the film. The editor and my producer would give me a list of images they wanted and I would search for them in databases or by sifting through collections people had lent to us.

My favorite parts of the summer were when I got to sit in on early edits of the film, the recording of the narration, and going on field shoots. I even got to help pick the title!



THE NATIONAL ACADEMY OF TELEVISION ARTS & SCIENCES



2) How did your SOAN insight contribute to the creation of this documentary?

The biggest asset I had going into the internship was the experience I've gained in research and navigating online databases. Also, being able to think critically for myself was important; I had the initiative to anticipate what was needed for the project which made my team more efficient in the execution of the film.

"There's no better feeling than seeing your name in the credits and knowing you contributed to something that people get to enjoy and learn from."

3) What were some hardships?

When I started on the project, all the interviews and filming had already been completed throughout the year and during the 2016 Winter Carnival in January. Because of this, I was mostly involved in the finishing touches of the project. The bulk of the research had been done before I got to TPT.

At first, this was a little difficult because I had to catch up and learn about the carnival and its history in a much shorter span of time than everyone else. In the end, I was almost an expert on everything Winter Carnival, despite not being a Minnesota native! Because I was fact checking and cross referencing everything in the script and making sure all the photos and footage were correctly placed within the documentary, I became immersed in the history of the city of St. Paul and of the carnival itself.

4) Additional comments about this documentary?

There's no better feeling than seeing your name in the credits and knowing you contributed to something that people get to enjoy and learn from. I'm so grateful that I got the opportunity to work on the film!



Anne Guttridge '18

SOAN



WELCOME!

Meet our new profs for SOAN

Ahmed Ibrahim

B.A., University of Minnesota-Twin Cities; Ph.D., City University of New York [CUNY], Graduate Center

Ahmed Ibrahim teaches courses at the intersection of refugee and migration studies and the anthropology of religion in Carleton.

Dissertation and Research:

His current research project is an ethnography of Somali communities in Minnesota. The research aims to challenge the assumed congruence between nation and political space by examining how social and political movements in Somalia both influence Somali political organizing in the US and affect how Somali communities are administered under the US security state. The project examines sites as diverse as US government supported programs to "counter violent extremism," local Somali civic activism in the US, and political campaigns that span from Minneapolis to Mogadishu.

His dissertation, "The Shari'a Courts of Mogadishu: Beyond 'African Islam' and 'Islamic Law'," explored the ethics and politics of Shari'a in Mogadishu, Somalia, through a historical ethnography of a movement whose response to the demands of the present were informed by practices, discourses, and norms rooted in a centuries-old Islamic tradition. The first article to emerge from the dissertation is entitled "Changing of the Guards: Politico-Religious Authority and Islamic Education in Mogadishu," and will appear in the journal *Islamic Africa*.

Fun facts about Ahmed!

Ahmed loves traveling and taking long walks! An unexpected moment in Carleton for Ahmed was his first day of Convocation, and fortunately, it was a 'good' unexpected moment for him!



Emily Bowman

B.A. in Sociology with a minor in History, Hanover College; Ph.D., Indiana University

Emily Bowman has been teaching at Coe College since 2011. Her dissertation research explores why US K-12 education is funded primarily at the local and state levels rather than at the federal level. In this work, she examines key US welfare state building periods when federally funded K-12 education policies were on the table and were expected to pass, but did not. She said she really likes examining "failures" and "what ifs." In other research, she worked with students and community partners to examine issues of local concern such as race-based disparities in education and housing in Cedar Rapids.

Emily currently enjoys teaching SOAN 140: Animals and Society and SOAN 170: Comparative Welfare States and getting to know the students and SOAN faculty. She said their field trip to the Minnesota Zoo for SOAN 140 was especially fun!

Words from Emily:

"I've learned some new lingo while teaching at Carleton-- namely "scrunch" (S/Cr/NC?), rotblatt, and Friday flowers-- and although I didn't expect so many parents/guardians to attend class before the break, it was nice to meet students' family members. I've also been really impressed by the level of student engagement and the insightful discussions we've had in class this term. Although I won't be teaching at Carleton in the Winter or Spring terms :(I will be teaching at St Olaf in the J term and will be staying in Northfield while on my sabbatical for the rest of the 2017-2018 school year. As the term winds down, I'm realizing how much I'm going to miss everyone I've met at Carleton so I hope to have many coffee dates while I'm here."

Fun facts about Emily!

I ride a moped/scooter to school-- well, at least I did until it got a bit too cold to ride! When I'm not on the scooter, I like to ride my bicycle. I guess you could say I like the way the world looks from two wheels.



Fellowship 101

TIPS ABOUT HOW TO RECEIVE \$\$ FOR YOUR RESEARCH

Seeking for opportunities to receive fundings for your research? Worry not, we've got some tips for you!

**CCCE(Puzak)
-Emily Culver '18**

In my case, the road to comps funding was filled with unexpected twists and turns – so hang on tight! The process began in early April when I reached out to the SOAN department about potential funding opportunities for a summer course. Unfortunately, the department was unable to provide financial support for the program because it qualified as regular coursework, so I decided to pursue a comps based in Northfield instead. The department still encouraged me to submit a funding proposal because they have some available funds to support student research through the Rosenfeld Fund. By mid-May, based on the amount of funding I requested and the fact that my project was related to Academic Civic Engagement (ACE), the department ultimately decided to connect me with the Center for Community and Civic Engagement (CCCE) who was able to offer funding through the Puzak Fellowship.

In short, my path to funding can be summed up by a little luck and a lot of emails (communicating while abroad is tricky!). For those of you approaching the comps process, here are my few pieces of advice:

Think about comps early. This is not to say you need concrete plans now. But the sooner you begin to think about what project interests you, the more time you have to map out a feasible way to pursue it. Talk through your thoughts with advisors, profs, friends- you never know who might have ideas and connections that can help you move forward.

Follow your passion. Any topic meaningful to you is worth pursuing. Choose something that won't feel like a chore to think about for many months.

Keep asking. This is what helped me the most. Be persistent in seeking out a solution. Carleton has many resources available for student research; it may just take a while to reach the one that works for your project. Even though I was late to the game, everything managed to work out ok and will for you too!

There is no "right way." Do what works for you. Everyone approaches the comps process differently and it will be totally fine in the end!



Emily Culver '18

Recipient of Puzak Fellowship
page 05



Sonia (Jiyoung) Lee '18

Recipient of Comps Senior Fellowship
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Margot Radding '18

Recipient of Roy F. Grow Fellowship
page 07-08

"Be persistent in seeking out a solution. Carleton has many resources available for student research." – Emily Culver

Comps Senior Fellowship- Sonia Lee '18

First and foremost, I was sad that I couldn't 'narrow down' my comps topic by the end of February which was the due date for Junior Comps Fellowships. But I found out about the Senior Comps Fellowship opportunity by the end of 2017 summer break, late August. I already started my interviews and passed my IRB before my summer break, and then found out about this senior fellowship opportunity that had opened for seniors at Carleton. Here are some tips for the fellowship.

1) Do not procrastinate. You need a recommendation letter, an application, and your IRB. Getting those things all done in 2 weeks is very difficult, so when you decide to apply for a fellowship, start right away!

2) Check in with Career Center. The Career Center knows a lot about what the fellowship committee wants. Bring your application to Career Center!

3) Read previous applications. Read the previously accepted winners of fellowships! They are available in Laird Fellowship Office. When you're writing about your comps summed up in 300-500 words, be succinct. Let 'non-SOAN' people know how important your comps is. Be feasible about your comps plans over winter.

4) USE SUMMER WISELY. My tip is that even if you haven't received any fundings for summer, start as soon as you can. Remember, you can apply for a senior fellowship even after beginning comps work over summer!

4) BE CONFIDENT!

Being confident about your research topic is really important. It shows on your application-- they will NOT fund research that a student is not passionate about!

5) Don't compare-be prepared!

Everyone works at a different pace. You'll start seeing people who have decided their topic, someone who already passed IRB-- but as long as you keep moving forward at your own speed, you'll be fine. Don't compare, and be prepared for your own exciting journey!



MY THOUGHT PROCESS:

APPLYING TO FELLOWSHIPS FOR COMPS RESEARCH

✦ Margot Radding '18 ✦

STARTING COMPS JUNIOR WINTER??

- Constanza told me to consider summer comps research
- Summer comps research can lessen the workload fall term
- Due dates in February, right after I got back from my OCS in India



RESEARCHING WHAT?

- Use past classes and experiences as inspiration! In India, I did a research project on stigma surrounding menstruation & virginity and its effect on reproductive and sexual health
- So, I wanted to do comps on something with:
 - anthropology
 - women's health
 - & public health



WHERE TO BEGIN FINDING A COMPS IDEA?

WHERE DO I WANT TO BE?

- Somewhere new, but familiar enough to feel safe
- Just returned from studying abroad in India and loved it!
- Spent a lot of time learning Hindi
- So, I decided to return to India



BRAINSTORMING

Remember that you are not locked into this proposal!

Finding an Angle

- Using Upworthy, searched for health issues in India to find something with real world significance.
- Focused on specific communities like schools, hospitals, markets, etc.



- Listen to NPR, TED talks, anything to find that "click" for your project!

- Considered personal connections to communities (friends, families, profs, etc.)

I found a BBC video on a 100-year-old market run entirely by women that hires HIV/AIDS positive employees. I emailed the journalist, and ran with the idea!


You don't necessarily need an angle now. You can find it throughout the research process!

THE FINAL IDEA

How do the women who work at an all-female market in northeastern India, called Mother's Market, transfer and reproduce health knowledge?


Awarded the Roy F. Grow Fellowship for research in Asia

WRITING THE APPLICATION

- Talk to Marynel 



- Check ALL fellowships that apply to your project!

- Feasibility is key. Show you have experience, connections, or insight. 



- Pick something general enough to allow yourself some wiggle room

CONSIDER A FELLOWSHIP A JUMPSTART! JUST GO FOR IT!

Where Do I Find Them?

- 1) Go into SOAN website
- 2) Click "Major" and then "Comps Information"
- 3) Under Comps Information, click "Resources for Comps Funding"
- 4) There you go! Access to Funding options for Juniors, Seniors, and the Rachel Rosenfeld Research Grant for Juniors.

Just like this!



Sociology and Anthropology

Resources for Comps Funding

Carleton funding options junior year

Carleton fellowships are intended for expenses greater than \$500 (i.e., transportation, lodging, food, related fees).

The Office of Student Fellowships accepts applications during January and February of junior year. For more information, visit their website, stop by their office in Laird Hall, and/or attend one of their information sessions in October or January. (See [Office of Student Fellowships](#) website for specifics.)

Carleton funding options senior year

Carleton fellowships are intended for expenses greater than \$500 (i.e., transportation, lodging, food, related fees).

The Office of Student Fellowships accepts applications through mid-October of senior year. For more information, visit their website and/or stop by their office in Laird Hall. (See [Office of Student Fellowships](#) website for specifics.)

SOAN Rachel Rosenfeld research grant

These are small grants intended to support research for SOAN comps projects. Since senior comps may take many forms, these funds may be used to support a wide variety of research opportunities including travel to libraries or research sites. The grants will typically be in the \$300-\$500 range.

The SOAN department accepts [Rosenfeld applications](#) for research grants during March and April of junior year.

If you have any questions, please contact Cliff Clark, SOAN chair.

FIND OUT ABOUT

Soan Winter Courses

SOAN 110: Introduction to Anthropology

CONSTANZA OCAMPO-RAEDER, 2-3C

An introduction to cultural and social anthropology which develops the theoretical rationale of the discipline through the integration of ethnographic accounts with an analysis of major trends in historical and contemporary thought. Examples of analytical problems selected for discussion include the concepts of society and culture, value systems, linguistics, economic, social, political and religious institutions, as well as ethnographic method and the ethical position of anthropology.

SOAN 110: Introduction to Sociology

WES D MARKOFSKI, 5A

An introduction to sociology, including analysis of the sociological perspective, culture, socialization, demography, and social class and caste institutions in modern industrial societies and cultures; stability and change in societies of the twentieth and twenty-first centuries. Pros and cons of various theoretical strategies will be emphasized.

SOAN 114: Modern Families: An Introduction to the Sociology of the Family

LIZ RAEIGH, 1A

What makes a family? How has the conception of kinship and the 'normal' family changed over the generations? In this introductory class, we examine these questions, drawing on a variety of course materials ranging from classic works in sociology to contemporary blogs on family life. The class focuses on diversity in family life, paying particular attention to the intersection between the family, race and ethnicity, and social class. We'll examine these issues at the micro and macro level, incorporating texts that focus on individuals' stories as well as demographics of the family.

SOAN 151: Global Minnesota: An Anthropology of Our State

AHMED S IBRAHIM, 3A

The state of Minnesota, like the rest of the U.S., has been formed by the migration and settlement of peoples from across the world at different historical moments. Though often hidden from public view, the state is home to peoples with diverse cultural and religious practices, making Minnesota a microcosm of the global. This course will provide an anthropology of Minnesota by examining the different migration histories and experiences of Minnesota's varied population groups. Through a study of the making of Minnesota and its population groups, the course will examine borders and movement from a global and historical perspective, as well as explore the presence of different cultural and religious groups in Minnesota and the social relations they form. This course will help students see Minnesota and the people that call it home in new ways.

SOAN 233: Anthropology of Food

CONSTANZA OCAMPO-RAEDER, 4-5C

Food is the way to a person's heart but perhaps even more interesting, the window into a society's soul. Simply speaking understating a society's foodways is the best way to comprehend the complexity between people, culture and nature. This course explores how anthropologists use food to understand different aspects of human behavior, from food procurement and consumption practices to the politics of nutrition and diets. In doing so we hope to elucidate how food is more than mere sustenance and that often the act of eating is a manifestation of power, resistance, identity, and community.

SSOAN 262: Anthropology of Health and Illness

PAMELA FELDMAN-SAVELSBERG, 4-5 C

An ethnographic approach to beliefs and practices regarding health and illness in numerous societies worldwide. This course examines patients, practitioners, and the social networks and contexts through which therapies are managed to better understand medical systems as well as the significance of the anthropological study of misfortune. Specific topics include the symbolism of models of illness, the ritual management of misfortune and of life crisis events, the political economy of health, therapy management, medical pluralism, and cross-cultural medical ethics.

SOAN 331.00 Anthropological Thought and Theory

PAMELA FELDMAN-SAVELSBERG, 2-3C

A systematic introduction to the theoretical foundations of social and cultural anthropology with special emphasis given to twentieth century British, French and American schools. The course deals with such seminal figures as Morgan, Boas, Malinowski, Radcliffe-Brown, Levi-Straus, Harris, Sahlin, Bourdieu, Geertz, and Appadurai. The reading strikes a balance between ethnographic accounts and theoretical statements.

SOAN 228: Public Sociology of Religion

WES D MARKOFSKI, 2A

From the discipline's earliest days, sociologists have considered religion a fascinating and perplexing object of study. Classical sociologists devoted enormous attention to the topic of religion, famously linking it to the development of capitalism and Western modernity (Weber), to social solidarity and symbolic classification systems (Durkheim), to political passivity and social conservatism (Marx), and to the varying forms of social, economic, and political life found in the world's great civilizations. This course focuses on special topics in the contemporary sociology of religion, with a particular emphasis on religion in public and political life in American and global civil society.

SOAN 314: Contemporary Issues in Critical Criminology

ANNETTE M NIEROBISZ, 5A

This course examines contemporary criminological issues from a critical, sociological perspective. Our focus is on the United States with topics under examination including white collar crime, racial disparities in the criminal justice system, mass incarceration and other transformations in punishment, prisoner reentry, and the risk of recidivism. In addition to understanding both classic and contemporary sociological research and theory, we will seek answers to questions like: What is crime? Who is considered a criminal? What social changes drove the United States to get "tough" on crime? What effects does incarceration have on prisoners, their families, their neighborhoods and communities? What happens when prisoners return to society?





**"GOOD NEWS:
LIGHT BOX
THERAPY
AVAILABLE IN
SOAN OFFICE!"**

- EMAIL FROM TAMMI

**LET'S LEARN MORE ABOUT
LIGHT BOX THERAPY, AND
SOME RULES TO KEEP IN
MIND WHEN USING IT.**



HAPPY LIGHT BOX THERAPY!

FACTS

Seasonal Affective Disorder (SAD) is a type of depression that typically occurs each year during fall and winter. Use of a light therapy box can offer relief. But for some people, light therapy may be more effective when combined with another SAD treatment, such as an antidepressant or psychological counseling (psychotherapy).

Light therapy boxes for SAD treatment are also known as light boxes, bright light therapy boxes and phototherapy boxes. All light therapy boxes for SAD treatment are designed to do the same thing, but one may work better for you than another. -Mayo clinic website

Notes from Tammi, our amazing SOAN
Administrative Assistant:

Seasonal Affective Disorder

"I want to be very careful not to oversimplify this. This is phototherapy. There is a Release Form that SHAC requires everyone to sign. Copies of the form are in the black tray on the lab table. Before using the light, please read and sign the form, and then return it to me. Anyone else stopping in to use the light should also sign the form and return it to me. (If I'm not here, signed forms can be left in by mailbox on the wall.)

Last important note: Do not use it if you're taking medications that are photosensitive, including lithium, melatonin, certain antibiotics, and some acne medication like isotretinoin (Accutane).

ENJOY OUR HAPPY LIGHT BOX THERAPY!"



"History is, strictly speaking,
the study of questions; the
study of answers belongs to
anthropology and sociology."

W. H. AUDEN



If you have any questions or would like to
submit stories for future editions of EMIC, contact
Sonia Lee: leej3@carleton.edu
Tammi Shintre: tshintre@carleton.edu